



ORIGO *math* **Grade 5**

A Step-by-Step Approach to Computation

CORRELATION TO TEKS (TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS)

HEADQUARTERS

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|----------------|---------------------|---------------------|--------------------------------------------------------------------|
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EDUCATION

| | | Expectation: The student is expected to... | Teacher Sourcebook | Student Journal | Figure It! |
|-----------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Number, Operation, and Quantitative Reasoning | (5.1) The student uses place value to represent whole numbers and decimals. | (B) use place value to read, write, compare, and order decimals through the thousandths place. | Unit 2: pages 4-13 | pages 11-20 | |
| | (5.2) The student uses fractions in problem-solving situations. | (A) generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$. | Unit 2: pages 6-8; Unit 8: pages 10-13; Unit 11: pages 8-13 | pages 75-80, 105-110 | |
| | | (B) generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number. | Unit 8: pages 8, 9 | pages 75, 76 | |
| | | (D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths. | Unit 2: pages 4-5 | pages 11, 12 | |
| | (5.3) The student adds, subtracts, multiplies, and divides to solve meaningful problems. | (A) use addition and subtraction to solve problems involving whole numbers and decimals. | Unit 5: pages 12-13; Unit 9: pages 4-13; | pages 21, 49, 50, 83-90 | |
| | | (B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology). | Unit 1: pages 4, 5; Unit 7: page 4, 5; Unit 10: pages 4, 5 | pages 1, 2 | |
| | | (C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context. | Unit 4: pages 8-11 (see photo); Unit 12: pages 4-7, 10, 11 | pages 37, 38, 111-114, 117, 118 | |
| | | (D) identify common factors of a set of whole numbers. | Unit 1: pages 6, 7 | pages 3, 4 | |
| | | (E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects pictures, words, and numbers. | Unit 11: pages 4-7 | pages 101-104 | |
| | (5.4) The student estimates to determine reasonable results. | (A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems. | Unit 3: pages 8-13; Unit 4: pages 6, 7; Unit 5: pages 6-9; Unit 7: pages 10-13 | pages 25-30, 33, 34, 43-46, 67-70 | |
| Underlying Processes and Mathematical Tools | (5.16) The student uses logical reasoning. | (B) justify why an answer is reasonable and explain the solution process. | The "Reflection" section given at the bottom of each lesson session encourages the discussion of how students arrive at their answers on the student journal pages as well as provides additional suggestions for questions to ask. Throughout the ORIGO ^{math} program, the expectation is that students will describe the ways they arrive at answers and defend their solutions. | | |